



1995-96 KIRIS OPEN-RESPONSE ITEM SCORING WORKSHEET

Grade 8 — Reading Question 3

Type of Passage: Literary

The academic expectation addressed by this item includes:

1.2 Students make sense of the variety of materials they read.

The core content assessed by this item includes:

- Describe characters, setting, conflict and resolution, theme, and point-of-view.
- Analyze the relationship between events in a story and a character's behavior.
- Explain how a conflict in a passage is resolved.

3. The Snow Goose

Based on information in the story, describe why Frith was initially afraid of Rhayader and why she was able to overcome her fear.

SCORING GUIDE

Score	Description
4	Response includes a sense of Frith evaluating the situation by weighing the risk of danger to herself (since she has heard that Rhayadar is a monster and looks ugly) against the possibility of cure for the snow goose (since she suspects he is magic), and concludes that the danger is worth the risk for the possibility.
3	Response shows that Frith's desires for the snow goose (based on need) are stronger than her fears (based on rumors).
2	Response literally tells the steps Frith took to overcome her fear. OR Response shows reason(s) for her initial fear and reason(s) for overcoming her fear.
1	Response basically restates the question as a response without significantly demonstrating understanding of the story. OR Response gives only reason for fear or reason for overcoming fear.
0	Response is incorrect or irrelevant.
Blank	Blank/no response.

In Paul Gallico's story The Snow Goose, Phillip Rhayader, a talented man who is shunned because he is a hunchback, and Frith, a sensitive young girl, meet when they try to help a wounded snow goose. Read the following chapter to learn more about Rhayader, Frith, and the snow goose and then answer question 3.

The Snow Goose



One November afternoon, three years after Rhayader had come to the Great Marsh, a child approached the lighthouse studio by means of the sea wall. In her arms she carried a burden.

She was no more than twelve, slender, dirty, nervous and timid as a bird, but beneath the grime as eerily beautiful as a marsh faery. She was pure Saxon, large-boned, fair, with a head to which her body was yet to grow, and deep-set, violet-colored eyes.

She was desperately frightened of the ugly man she had come to see, for legend had already begun to gather about Rhayader, and the native wildfowlers hated him for interfering with their sport.

But greater than her fear was the need of that which she bore. For locked in her child's heart was the knowledge, picked up somewhere in the swampland, that this ogre who lived in the lighthouse had magic that could heal injured things.

She had never seen Rhayader before and was close to fleeing in panic at the dark apparition that appeared at the studio door, drawn by her footsteps - the black head and beard, the sinister hump, and the crooked claw.

She stood there staring, poised like a disturbed marsh bird for instant flight.

But his voice was deep and kind when he spoke to her.

"What is it, child?"

She stood her ground, and then edged timidly forward. The thing she carried in her arms was a large

white bird, and it was quite still. There were stains of blood on its whiteness and on her kirtle where she had held it to her.

The girl placed it in his arms. "I found it, sir. It's hurt. Is it still alive?"

"Yes. Yes, I think so. Come in, child, come in."

Rhayader went inside, bearing the bird, which he placed upon a table, where it moved feebly. Curiosity overcame fear. The girl followed and found herself in a room warmed by a coal fire, shining with many colored pictures that covered the walls, and full of a strange but pleasant smell.

The bird fluttered. With his good hand Rhayader spread one of its immense white pinions. The end was beautifully tipped with black.

Rhayader looked and marveled, and said: "Child, where did you find it?"

"In t' marsh, sir, where fowlers had been. What - what is it, sir?"

"It's a snow goose from Canada. But how in all heaven came it here?"

The name seemed to mean nothing to the little girl. Her deep violet eyes, shining out of the dirt on her thin face, were fixed with concern on the injured bird.

She said. "Can 'ee heal it, sir?"

"Yes, yes," said Rhayader. "We will try. Come, you shall help me."

There were scissors and bandages and splints on a shelf, and he was marvelously deft, even with the crooked claw that managed to hold things.

He said: "Ah, she has been shot, poor thing. Her leg is broken, and the wing tip, but not badly. See, we will clip her primaries, so that we can bandage it, but in the spring the feathers will grow and she will be able to fly again. We'll bandage it close to her body, so that she cannot move it until it has set, and then make a splint for the poor leg."

Her fears forgotten, the child watched, fascinated, as he worked, and all the more so because while he fixed a fine splint to the shattered leg he told her the most wonderful story.

The bird was a young one, no more than a year old. She was born in a northern land far, far across the seas, a land belonging to England. Flying to the south to escape the snow and ice and bitter cold, a great storm had seized her and whirled and buffeted her about. It was a truly terrible storm, stronger than her great wings, stronger than anything. For days and nights it held her in its grip and there was nothing she could do but fly before it. When finally it had blown itself out and her sure instincts took her south again, she was over a different land and surrounded by strange birds that she had never seen before. At last, exhausted by her ordeal, she had sunk to rest in a friendly green marsh, only to be met by the blast from the hunter's gun.

"A bitter reception for a visiting princess," concluded Rhayader. "We will call her '*La Princesse Perdue*,' the Lost Princess. And in a few days she will be feeling much better. See?" He reached into his pocket and produced a handful of grain. The snow goose opened its round yellow eyes and nibbled at it.

The child laughed with delight, and then suddenly caught her breath with alarm as the full import of where she was pressed in upon her, and without a word she turned and fled out of the door.

"Wait, wait!" cried Rhayader, and went to the entrance, where he stopped so that it framed his dark bulk. The girl was already fleeing down the sea wall, but she paused at his voice and looked back.

"What is your name, child?"

"Frith."

"Eh?" said Rhayader. "Fritha, I suppose. Where do you live?"

"Wi' t' fisherfolk at Wickaeldroth." She gave the name the old Saxon pronunciation.

"Will you come back tomorrow, or the next day, to see how the Princess is getting along?"

She paused, and again Rhayader must have thought of the wild water birds caught motionless in that split second of alarm before they took to flight.

But her thin voice came back to him: "Ay!"

And then she was gone, with her fair hair streaming out behind her.

The snow goose mended rapidly and by midwinter was already limping about the enclosure with the wild pink-footed geese with which it associated, rather than the barnacles, and had learned to come to be fed at Rhayader's call. And the child, Fritha, or Frith, was a frequent visitor. She had overcome her fear of Rhayader. Her imagination was captured by the presence of this strange white princess from a land far over the sea, a land that was all pink, as she knew from the map that Rhayader showed her, and on which they traced the stormy path of the lost bird from its home in Canada to the Great Marsh of Essex.

Then one June morning a group of late pink-feet, fat and well fed from the winter at the lighthouse, answered the stronger call of the breeding-grounds and rose lazily, climbing into the sky in ever widening circles. With them, her white body and black-tipped pinions shining in the spring sun, was the snow goose. It so happened that Frith was at the lighthouse. Her cry brought Rhayader running from the studio.

"Look! Look! The Princess! Be she going away?"

Rhayader stared into the sky at the climbing specks. "Ay," he said, unconsciously dropping into her manner of speech. "The Princess is going home. Listen! She is bidding us farewell."

Out of the clear sky came the mournful barking of the pink-feet, and above it the higher, clearer note of the snow goose. The specks drifted northward, formed into a tiny v, diminished, and vanished.

With the departure of the snow goose ended the visits of Frith to the lighthouse. Rhayader learned all over again the meaning of the word "loneliness." That summer, out of his memory, he painted a picture of a slender, grime-covered child, her fair hair blown by a November storm, who bore in her arms a wounded white bird.



KIRIS ASSESSMENT ANNOTATED RESPONSE

GRADE 8 READING

Sample 4-Point Response of Student Work

Frith was first afraid of Rhayader. One reason was she had heard the man was so ugly. Second, she had heard legends told about him. Last, the native wild fowlers hated him for interfering with their sport. She was able to overcome her fear because she knew the bird needed help. Over time she came back to see the bird and was not afraid of him anymore. I think she found the kindness in his heart. This is why Frith was afraid and how she overcame her fear.

Student describes reasons for Frith's fear.

Student describes Frith's willingness to face her fears in order to help the Snow Goose.

Student interprets what Rhayader was really like.

Student relates how Frith learns about Rhayader's character by coming back to see the Snow Goose.

Summary annotation statement: Student shows good comprehension of the characters in this passage. Student effectively analyzes the relationships between the events of the story and Frith's behavior. Student recognizes the resolution of Frith's conflicting feelings.

Sample 3-Point Response of Student Work

Frith was initially afraid of Rhayadar, but overcame her fear. She was afraid of him because he was an ugly man and he was a hunchback. She overcame her fear because she wanted him to help the wounded bird, and because of curiosity. She was fascinated that Rhayadar could help nurse the bird back to health. She also became interested that he knew so much about the bird, that it had come to them from Canada and had been shot. These are reasons why Frith was afraid of Rhayadar and why she overcame being afraid of him.

Student mentions only one reason for Frith's fears.

Student gives weak explanation of how Frith overcame her fear; does not give details or explain that she came to trust him.

Student shows some understanding of how Frith overcame her fear, focusing on her curiosity without emphasizing the strength of her compassion.

Summary annotation statement: Student shows limited comprehension of the characters in the passage. Student gives some analysis of the relationships between the events of the story and Frith's behavior. Student has some recognition of the resolution of Frith's conflicting feelings.



KIRIS ASSESSMENT ANNOTATED RESPONSE GRADE 8 READING

Sample 2-Point Response of Student Work

Frith was afraid of Rhayader because in the story because legend had began to have stories of Rhayader and the native wild flowers hated him for taking there spot.
She over came this fear by taking a hurt brid to him, as they took care of the bird they became friends.

Student gives general but appropriate description of how Frith overcame her fear.

Student uses limited examples to explain Frith's fears of Rhayader.

Summary annotation statement: Student's response shows very limited comprehension of characters in the passage. Understanding of the relationships between events and behavior is limited. Student recognized the resolution of Frith's conflicting feelings in a very general way.

Sample 1-Point Response of Student Work

Frith came over her fear of Rhayadar because she felt sorry for the Snow goose so she took the goose to him and she isn't afraid of him anymore.

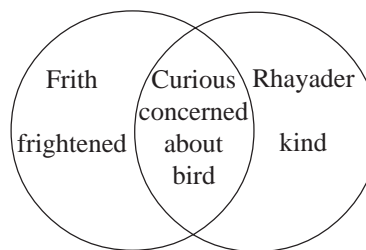
Student minimally expands on text of question, but shows some understanding of Frith's motivation and change of feelings.

Summary annotation statement: Student shows very general understanding of the passage's characters and of Frith's point of view.

INSTRUCTIONAL STRATEGIES

The question for this excerpt from *The Snow Goose* focuses mainly on how a character's feelings are an essential part of the development of a story. Instructional strategies designed to foster development of the assessed skills for literary reading might include activities which focus on plot maps and characterization charts (See *Transformations, Volume 2*.) Specific graphic organizers to help students could include:

1. Venn diagram to compare the character's reactions to each other



2. Story map which identifies characters, conflict, resolution, and plot sequence

Title: The Snow Goose

Setting:

Great Marsh - November

Characters: Frith Rhayader

Problem:

Frith needed help for injured snow goose.

Event 1: Frith found snow goose

Event 2: Frith took it to Rhayader despite her fear

Event 3: Rhayader helped goose with Frith's help

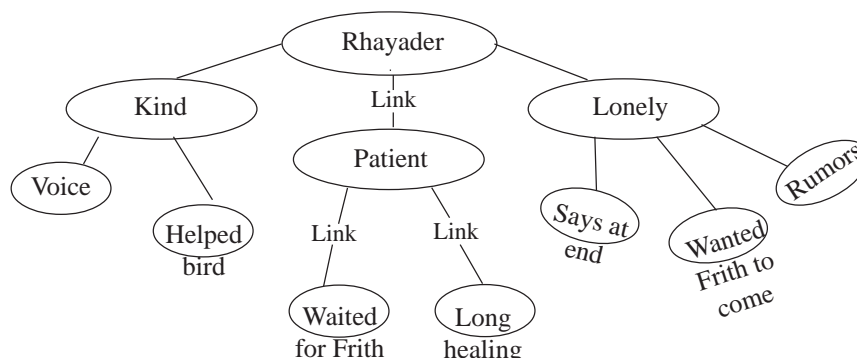
Event 4: Frith returned for months

Event 5: Goose returned to wild

Solution:

She and Rhayader helped the goose

3. Characterization chart which indicates character traits and how they are revealed by the author



INSTRUCTIONAL STRATEGIES CONTINUED

Additional strategies to help students understand the nature of the internal conflict of a story and successfully answer questions like this might include:

1. Re-write the story from another character's point of view or in a first person account if the story is narrated by an observer.
2. Draw a picture story book of the significant events in the story.
3. As appropriate, write personal narratives of times when students faced the same problem as the main character. (Personal narratives are included in the writing portfolio for seventh grade students.)
4. Read related fiction and non-fiction in which characters face similar internal conflicts to identify and compare conflict and resolution.
5. Understand fully the requirements of the question by identifying key words necessary to the answer, such as direction word (describe) and conjunction (and).